

BF.I The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the State reviews and as appropriate revises policies, procedures and practices.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides risk ratios for all children with disabilities by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – Black students are 1.22 times more likely than all other students to receive special education and related services. While this is not statistically significant, over-representation of Black students at the district level is a part of the district-level analysis. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – The most significant areas of disproportionality were Black students in the categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities which showed over-representation, and Speech/Language Impairment which showed under-representation. These findings have remained consistent for several years. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No significant disproportionality was seen for the White students, however there was some under-representation in the Mental Retardation category.
- Placement by Race – Consistent with previous years, the most significant area of over-representation was the Black population in self-contained settings. Separate facilities also shows over-representation for the Black population.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Other areas of disproportionality exist, but all were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ($p < 0.05$)
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Six districts were found to have over-representation of black students in all five areas
- An additional 7 districts were found to have an over-representation of black students in four of the five areas
- An additional 15 districts were found to have an over-representation of black students in three of the five areas
- An additional 23 districts were found to have an over-representation of black students in two of the five areas
- An additional 23 districts were found to have an over-representation of black students in one of the five areas

The Explanation of Progress or Slippage section below details technical assistance and corrective actions for districts with identified disproportionality. The above analysis and activities described below ensure that Missouri is in compliance with the requirement of 34 CFR §300.755, with respect to the identification of children with disabilities or placement in particular educational settings.

Monitoring Data:

Interview 308400 – Results of interviews indicate the district has implemented any actions/initiatives to address the race/ethnicity disproportionality issue identified by DESE

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	6	2	33.3%	0

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level

3. Explanation of Progress or Slippage for reporting period July 1, 2003 through June 30, 2004):

Efforts to address disproportionality fall under two areas:

- Technical Assistance
- Corrective Actions

TECHNICAL ASSISTANCE

• Consultants/Coaches/SIG funds

When Special Education Consultants are working with districts with identified disproportionality, data analysis is required to include examination of racial disproportionality and policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, the State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked. Eight districts with identified disproportionality are currently working with special education consultants.

• Professional Development

Professional development modules that address disproportionality include Quality Eligibility Determinations and Problem Solving, as well as training from DESE and other sources.

- **2004-05 Special Education Monitoring Self-Assessment (SEMSA)**

Nine districts that are completing SEMSAs during 2004-05 will be asked to complete the disproportionality survey and send that back along with the other SEMSA information. They will also be sent their disproportionality data sheet. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **2005-06 & Ongoing SEMSAs**

The survey and data analysis will be incorporated into the SEMSA process. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **Resource Links**

The Disproportionality Survey is posted on the web along with additional resources and professional development that incorporate information on disproportionality (See <http://www.dese.mo.gov/divspeced/EffectivePractices/dipro.html>).

- **Special Education District Profiles**

The disproportionality data sheets are included in the profiles and are updated annually for each district.

- **Posting Data**

Disproportionality data will be posted on the web along with other data listings/rankings.

CORRECTIVE ACTIONS

- **2003-04 Monitoring**

Compliance interviewed six districts in 2003-04 regarding disproportionality. Districts were interviewed if they had an onsite monitoring and had two or more areas of disproportionality. Two of the six districts were found out of compliance. One of the districts has an enrollment that is over 95% white, and the disproportionate numbers in special education were due to a public facility which served a number of students placed by the courts from other districts. The facility has since been closed, so any significant disproportionality disappeared along with that. In the second district, all principals have been trained in various special education topics, including eligibility. In addition, a Compliance supervisor is working with the district and addressed the disproportionality issue with them. The noncompliance is being addressed through the corrective action, and the follow-up review is not yet due for this district.

- **2004-05 Monitoring**

Compliance interviews are being conducted in five districts during 2004-05, including. Districts were selected if they had an onsite monitoring and had two or more areas of disproportionality. Interviewers will be given the disproportionality data sheet for each district and a copy of the Disproportionality List for 2003-04. For the remaining interviews, the data can be used to target questions. Corrective actions will address any findings of noncompliance. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to identification and placement of students with disabilities.

4. Projected Targets:

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.I	Make technical assistance regarding racial disproportionality available to districts	Identify, develop and make resources available	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
BF.I	Incorporate disproportionality analysis into monitoring interviews and corrective action plans	Identify districts with significant disproportionality	Completed	<u>Section Responsibility:</u> Compliance Data <u>Funding Type:</u> Part B
		Include disproportionality data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	Completed	